

Work Motivation of Teachers: Role of Biographical Variables

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Abstract: Motivation of teachers towards work is a crucial factor for the success of education at any level. The objective of this study was to find the importance of biographical variables of teachers in their work motivation. Data was collected from 450 degree college teachers of Bangalore city. Analysis of data and the discussion is included. The results showed a positive relationship between work motivation and the type of management and subject specialization of teachers. Teachers working in government aided and private unaided institutions were found to be more motivated than the government college teachers. Science teachers were found to be more motivated than arts and commerce teachers. Implications of the findings and limitations of the study are given.

Keywords: Higher education, Work motivation, Biographical variables

I. Introduction

Higher Education sector in India has witnessed a tremendous increase in the number of Universities/University level Institutions and Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities and 51 Institutions of National Importance. The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013.

By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. A differentiated three-tiered university system – where each tier has a distinct strategic objective – has enabled universities to build on their strengths and cater across different categories of educational needs.

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to transform an individual into a person of wisdom, human love and enlightenment, and institutions into lamp posts of posterity, and the country into a learning society. The National Policy on Education (1986) has rightly remarked “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers”. It is in this context that today a teacher occupies a unique and significant place in any society.

It is observed that, with the expansion of higher education over the years in terms of number of universities and colleges and the student strength, its quality and standards have fallen. This issue has engaged the attention of educationists for several years and various committees and commissions have suggested measures for improving the quality of higher education. The Radhakrishnan Commission in 1948, the Kothari Commission in 1964-66, the National Commission on Teachers in higher education, the Government of India documents like Challenges of Education, National Policy on Education (1986) and the Review Committee of the NPE (1986), known as the Acharya Ramamurthy Committee, expressed their concern over the deterioration of the standards of higher education and recommended several steps for bringing about improvement in the quality of education at this stage. Among all the factors responsible, for the deteriorating standards in higher education, the “teacher” has been identified as the key factor. His characteristics, qualifications, his attitude towards the profession, his competency, his professional skills, his capacity for leadership and motivation to work affect the quality of education.

The modern society very badly needs teachers who are not only knowledgeable but also highly motivated and committed to their profession and sincere in their efforts for doing service to the society. For the success of democracy, such teachers are invaluable assets and they can be effective in bringing about desired social change and accelerating the speed of national reconstruction.

Falling academic standards, poor pass percentage of students and growing student unrest and indiscipline is an indication and alarm that the present day teacher is performing much below the expectations of

the society and the nation. It should be noted that a teacher's ability to perform effectively is strongly affected by the degree to which he is motivated.

II. Motivation

According to Steers and Porter (1991) motivation is a set of forces that causes people to engage in one's behavior rather than some alternative behavior. Kanungo and Mendonca (1995) stated that motivation is "a basic psychological process which explains why employees behave the way they do in the workplace". Robbins (1996) considered motivation as "the willingness to exert high levels of effort towards organizational goals, conditioned by the effort and ability to satisfy some individual need".

People can motivate themselves by seeking, finding and carrying out work, which satisfies their needs. There are two types of motivation namely intrinsic motivation and extrinsic motivation. **Intrinsic motivation** stems from a direct relationship between the doer and the task and it is usually self-applied. These are the self-generated factors, which influence people to behave in a particular way or to move in a particular direction. These include, responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Second, people can be motivated by the management through such methods as pay, promotion, praise etc. This can be termed as "**Extrinsic motivation**" and stems from the work environment external to the task and is usually applied by others. This is what is done to or for people to motivate them. Extrinsic motivators can have an immediate and powerful effect but this will not necessarily last for long.

Work motivation

From a psychological point of view, work is an important source of identity, self-esteem and self-actualization. It provides a sense of fulfillment for an employee by clarifying one's value to the society. However paradoxically it can also be a source of frustration, boredom and feelings of meaninglessness that determine the characteristics of the individual and the nature of work. In the present study work motivation is conceptualized in terms of 6 factors namely dependence, organizational orientation, work group relations, psychological work incentives, material incentives and job situation (Agarwal K.G 1988).

After going through the various theories on work motivation, the investigator has arrived at the following conclusions. Though Maslow's theory is not the final answer in work motivation, the theory does make a significant contribution in terms of making the administrators aware of the diverse needs of employees at work and what kind of motivational tools to use for people who are in different levels of needs. Alderfer's ERG theory is particularly interesting in its implications for "extrinsic" and "intrinsic" motivation. Obviously, extrinsic motivators are especially likely to satisfy existence and relatedness needs while the intrinsic motivators are especially likely to satisfy growth needs.

Herzberg's two factor theory identified motivation as one factor leading to job satisfaction. He suggested this as factors associated with an individual's positive feeling about the job which are intrinsic in nature. The factors identified by him that is the "Motivator factors" and the "Hygiene factors" are indicating the leadership behavior of the administrators and the organizational culture respectively. The expectancy model of Vroom and the extensions and refinements provided by Porter and Lawler help explain the cognitive variables and how they relate to one another in the complex process of work motivation.

Equity theory, which is based upon perceived input-outcome ratios, and attribution theory, which ascribes internal, external and other causes to behavior has helped to gain a deeper understanding to the complex cognitive process of work motivation.

Work motivation of teachers

Teacher's work motivation may be thought off as a sum total of performance produced by either extrinsic factors or intrinsic factors or a combination of both factors. Extrinsic motivation factors that have an impact on work motivation of teachers include benefits related to job such as salary, fringe benefits and job security, wage increase or insufficient salary increase and tenure;(Latham 1998). In addition to this, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards Herzberg et al., (1993). Other extrinsic factors that have been associated with work motivation of teachers include salary, perceived support from administrators, and availability of institutional resources. These and other characteristics of a teacher's work environment have been targeted by policy makers, researchers, and educators who claim, "poor working conditions have demoralized the teaching profession" Choy, et al., (1993). Intrinsic motivation factors such as personal growth and accomplishment are intangible benefits; Ellis (1984) and Latham (1998) emphasized that intrinsic rewards play an important role in teachers' motivation. Competence and autonomy are important issues linked to intrinsic motivation. Intrinsic motivation is likely to be increased by "the degree of emotional security" that teachers feel related to their jobs. Ellis (1984) distinguished between extrinsic and

intrinsic rewards, and concluded that intrinsic rewards play a greater role in teacher motivation. For teachers, intrinsic motivation can come from classroom activities. Several studies have found that factors such as daily interaction, perceptions of teacher control over the classroom environmental factors are related to motivation. It is difficult to measure teachers' motivation to work in absolute terms and with high precision, however work motivation of teachers is symbolic of persistent and vigorous involvement in the work.

Highly motivated teachers are extremely involved in their work, are productive and are capable of balancing their work to bring success to the institutions. The ability of a teacher to perform his activities is strongly affected by the motivation received from the colleagues, students, and the superiors. Outstanding institutions have highly motivated teachers, who are committed, willing to accept responsibility and are themselves personally accountable for the outcomes. Poorly motivated teachers, on the other hand, may show tendency to come late, have no concern for institutional effectiveness, experience a high level of dissatisfaction and are likely to create inter-personal problems for self and other teachers. Educational managers should therefore recognize the importance of motivating teachers towards excellence in education.

Objective

The present study was undertaken with the following major objective:

To find out whether differences in background variables, gender, age, teaching experience, marital status, type of management, subject specialization would account for significant differences in work motivation of degree college teachers

Mittal (1989), Nhundu (1994), Culver, Wolfe and Cross (1990), Kniveton (1991), Low and Marican (1993) found gender had little or no influence on teacher motivation. Sim (1990) reported that older teachers had lower levels of motivation than younger teachers. Nhundu (1994); Ruhl-Smith and Smith (1993) reported that teachers between 25 and 35 years tended to be least motivated while Low and Marican (1993) reported teachers below 30 years were rated low in motivation than the older teachers. Metler (2002) reported that the age of the respondent made a significant difference in the motivation of teachers.

Chapman (1995), Nhundu (1994); Culver, Wolfe and Cross (1996); Connolly (2000); Brunetti (2001); Low and Marican, Metler (2002); established the length of teaching experience made statistically significant difference in the motivation of teachers. Kniveton (1991) found teaching experience did not affect teacher motivation significantly. Studies by Mittal (1989) on types of institutions indicated private college teachers were significantly more motivated than government managed college teachers.

Hypothesis

There is no significant difference in work motivation of degree college teachers as per differences in gender, age, teaching experience, marital status, type of management and subject specialization. **Sampling design**

POPULATION OF THE STUDY

All the teachers of degree colleges belonging to government, private aided and private unaided categories of Bangalore City, constituted the population of the study (Table 1).

SAMPLE OF THE STUDY

A sample of 450 teachers, 150 from each of the three categories of colleges were selected by stratified random sampling technique. The sample gave representation to male and female teachers (Table 2). A Self-developed Proforma to collect information on the background variables were administered to a sample of 450 teachers from three types of degree colleges namely government, private aided and private unaided by the researcher himself. Directions were clearly given to the teachers how they should respond to each of the above tools with a request for honest answers.

Statistical analysis

From table 3 it is observed that the obtained t value 1.742 for gender is below the table value 1.97 at 0.05 level of significance. Therefore the null hypothesis is accepted. The results of the present study is corroborated with the findings of Mittal (1989), Culver, Wolfe and Cross (1990), Kniveton (1991), Low and Marican (1993) and Nhundu (1994) who observed no significant differences in motivation of male and female teachers.

From the table it is observed that the obtained t value 1.085 for age is below the table value 1.97 at 0.05 level of significance. Therefore the null hypothesis is accepted.

From the table it is also observed that the obtained t value 2.135 for teaching experience is above the table value 1.97 at 0.05 level of significance. Therefore the null hypothesis is rejected. The table further revealed that the more experienced degree college teachers were more motivated than their less experienced degree colleagues. The result of the present study is corroborated with the findings of Chapman (1995), Culver, Wolfe

and Cross (1996). Connolly (2000), Brunetti (2001), Low and Marican, Metler (2002) who found that the length of teaching experience made statistically significant difference in the motivation of teachers. From the table it is observed that the obtained t value 0.917 for marital status is below the table value 1.97 at 0.05 level of significance. Therefore the null hypothesis is accepted. The table also reveals that the obtained t value 3.707 for work motivation of degree college teachers working under government and private aided managements is above the table value 2.59 at 0.01 level of significance. Therefore the null hypothesis is rejected and alternative hypothesis is formulated that there is a significant difference in the work motivation of degree college teachers working under government and private aided managements. Teachers working in private aided managements were more motivated than teachers working in government managed colleges. The obtained t value 2.654 for work motivation of degree college teachers working in government and private unaided managements is above the table value 2.59 at 0.01 level of significance. Therefore the null hypothesis is rejected and alternative hypothesis is formulated that there is a significant difference in the work motivation of degree college teachers working under government and private unaided managements. Teachers working under private unaided managements were more motivated than teachers working in government managed colleges. The obtained t value 0.828 for work motivation of degree college teachers working under private aided and private unaided managements was below the table value 1.97 at 0.05 level of significance. Therefore the null hypothesis is accepted in this regard. The results of the present study is similar to the findings of Mittal (1989) who concluded that private college teachers were significantly more motivated than government managed college teachers. From the table it is observed that the obtained t value 2.659 for work motivation of degree college arts and science teachers is above the table value 2.59 at 0.01 level of significance. Therefore the null hypothesis is rejected. Science teachers were more motivated than their arts colleagues. It was also observed that the obtained t value 2.2085 for work motivation of degree college arts and commerce teachers is above the table value 1.97 at 0.05 level of significance. Therefore the null hypothesis is rejected. The table further reveals that arts teachers were more motivated than commerce teachers. The obtained 't' value 4.135 for degree college science and commerce teachers is above the table value 2.59 at 0.01 level of significance. Therefore the null hypothesis is rejected. Science teachers were more motivated than commerce teachers.

III. Results

1. There was no significant difference in the work motivation of degree college male and female teachers.
2. There was no significant difference in the work motivation of older and younger teachers.
3. There was no significant difference in the work motivation of degree college teachers with more and less teaching experience.
4. There was no significant difference in the work motivation of married and unmarried teachers.
5. There was a significant difference in the work motivation of degree college teachers working in government and private aided institutions. Teachers working in private aided institutions were more motivated than teachers working in government institutions.
6. There was a significant difference in the work motivation of degree college teachers working in government and private un-aided institutions. Teachers working in private un-aided institutions were more motivated than teachers working in government institutions.
7. There was no significant difference in the work motivation of degree college teachers working in aided and un-aided institutions.
8. There was a significant difference in the work motivation of degree college arts and science teachers. Science teachers were more motivated than arts teachers.
9. There was a significant difference in the work motivation of degree college arts and commerce teachers. Arts teachers were more motivated than commerce teachers.
10. There was a significant difference in the work motivation of degree college science and commerce teachers. Science teachers were more motivated than commerce teachers.

IV. Conclusion

The background variable, type of management accounted for significant difference in the work motivation of degree college teachers. Private aided and un-aided degree college teachers were more motivated than government college teachers. Enhancing work motivation among government degree college teachers can be achieved through governmental policies governing these teachers such as transferring non-performing teachers and withholding promotions. The subject specialization of the degree college teachers accounted for significant differences in their work motivation. Science teachers were found to be more motivated than arts and commerce teachers. This implies that a variety of motivational strategies have to be employed to enhance work motivation of arts and commerce teachers such as horizontal and vertical job loading, wherein teachers are assigned more duties at the same levels and higher levels for retaining and enhancing teachers level of motivation respectively. This can also be achieved by assigning greater responsibilities like organizing college

programs and providing them more opportunities to have close interactions with students. It is an accepted fact that arts and commerce teachers do not have practical or laboratory work like science teachers and therefore have more time on hand which should be put into effective use by involving them in various types of college activities such as examination and administrative work. The study revealed that the motivational levels of private aided and unaided teachers and science teachers were higher than that of government college teachers and also arts and commerce teachers. Principals of government colleges need to examine the motivational levels of teachers and find appropriate solutions to sustain their motivation. Similarly efforts should be made to identify the factors affecting the motivation of arts and commerce teachers.

V. Limitations

The study was limited to a sample of 450 degree college teachers. The total population of male and female degree college teachers at the time of data collection was 7459 working in 267 colleges of Bangalore city. As Bangalore is a fast growing city, the demand for more degree colleges and recruitment of teachers is on the rise. Therefore the selection of a limited sample of teachers is a limitation in the present study. The sample was limited due to practical constraints such as time, effort and cost. Degree college teachers in rural colleges were not considered in this study.

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Table 1: Showing the number of Government, Private aided and Private unaided degree colleges in Bangalore city and the distribution of male and female teachers in these colleges

Type of College						Total
Government		Aided		Unaided		
20		62		185		267
Male	Female	Male	Female	Male	Female	
292	285	610	830	2600	2842	7459

List at the time of collecting the data

TABLE 2: Showing the distribution of sample according to type of Management and Gender

Gender	Type of college			Total
	Government	Aided	Unaided	
Male	71	85	75	231
Female	79	65	75	219
Total	150	150	150	450

Table 3: The table showing the 'N', Mean, SD and t value of the Work Motivation scores of degree college teachers as per differences in their Gender, Age, Teaching experience, Marital status, Type of management and Subject specialization.

Variables	N	Mean	SD	t value	Level of significance
Work Motivation					
Male	231	98.060	14.394	1.742	
Female	219	95.657	14.857		NS
Work Motivation					
Below 40 years	217	97.668	14.737	1.085	
Above 40 years	233	96.167	14.571		NS
Work Motivation					
Below 15 years	239	95.510	13.596		
Above 15 years	211	98.455	15.653	2.135	*
Work Motivation					
Married	399	97.117	14.581	0.917	
Unmarried	51	95.117	15.249		NS
Work Motivation					
Government	150	93.433	16.662		
Private Aided	150	99.253	13.670	3.307	**
Work Motivation					
Government	150	93.433	16.662		
Private unaided	150	97.986	12.797	2.654	**
Work Motivation					
Private aided	150	99.253	13.670		
Private unaided	150	97.986	12.797	0.828	NS
Work Motivation					
Arts	150	95.820	12.231		
Science	211	99.800	15.157	2.659	**
Work Motivation					
Arts	150	95.820	12.231		*
Commerce	89	91.797	15.673	2.208	
Work Motivation					
Science	211	99.800	15.157		**
Commerce	89	91.797	15.673	4.135	

** Significant at 0.01 level

* Significant at 0.05 level

NS Non Significant